**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:**  **2nd** | | | **Date(s)**: |
| **Unit Title:**   |  | | --- | | Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | | **Corresponding Unit Task:**   |  | | --- | | Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?   |  |  | | --- | --- | | How do you know the value of a number?   |  | | --- | | How do patterns help me skip count? | | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Overhead/pens  100’s board   |  | | --- | | *The PTA has chosen you to help organize and restock the school supply store. The store has some supplies leftover from last year. The PTA needs 1,000 of each item available in the school supply store. You will need to count the total number of pencils, erasers, glue sticks, paper, and crayons and determine how many more of each item the PTA needs to order. The PTA has a limited budget for our school supply store so it is important for you to get the exact numbers needed and report your findings to the PTA treasurer.* | | | **Student:**  **Post cards**  **counters** | | | |  | | --- | | place value  hundreds  tens  ones skip count  counting on  efficient  accurate | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   |  |  | | --- | --- | | |  | | --- | | ***2.NBT.2***  Count within 1,000; skip count by 5’s, 10’s and 100’s. | | | | | | | |
| **I Can Statement(s):**  **Skip Count to find the total number of items** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  While I was on vacation, I went into a store to buy some postcards at the life guard’s father’s store. The store owner had to replenish his supply. He needed our help to count the post cards in the display. | | | | | |
| **Teacher Directed: Review skip counting using 2’s, 5’s, 10’s, and 100’s to 1000. Remind students of how we have helped the life guard this week.** | | | | | |
| **Guided Practice: Using post cards that have been labeled with 5’s,10’s and 100’s guide students in counting the number of post cards the owner has in his store. Example: 435, 650, 825** | | | | | |
| **Independent Practice: Complete teacher made sheet that represents the guided practice.** | | | | | |
| **Closing/Summarizing Strategy: Review the concepts we have been working on and answer any questions the students may have. You have done an excellent job! The store owner has contacted our PTA president to recommend our class to help inventory the school store.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  |  |  | | --- | --- | --- | | Skip count by numbers other than 2’s, 5’s and 10’s. |  |  | | | | Have pictures of materials for students to manipulate when counting.  Cut each shelf apart or enlarge the school store inventory poster to allow the students to focus on counting one item at a time. | | | Pre-teach vocabulary: ***total***  Have pictures of material for students to manipulate while counting.  Help students make a personal math dictionary with the word wall pictures/cards and key vocabulary to refer back to throughout the year. |
| **Assessment(s): See independent practice** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |